

Integrated Employment Outreach Summary Report

February 2015

Purpose

- The purpose of the outreach, per the Executive Order, was to gather information and assess the following:
 - **Student Services**
 - Effectiveness and deficiencies in existing methods for identifying students with I/DD
 - Implementation of vocational assessments
 - Delivery of employment-related planning and training services
 - **Wage Setting Practices**
 - Rate setting process
 - Achieving competitive wages
 - Strategies to address and achieve placements in the highest and best interests of the individual.

Purpose cont.

- **Collaborative Efforts**
 - Improve collaboration and partnerships between state agencies
 - Private and non-profit businesses employing individuals with I/DD
- **Funding Mechanisms**
 - Availability of alternate funding sources
 - State and/or federal funds being utilized to their fullest potential
- **Access to Information**
 - Sufficient information provided to individuals with I/DD, their families, and participants in community training centers or assisted services to make informed decisions concerning:
 - Training
 - Services and employment opportunities
 - Recommendations for improvements to these programs or services

Purpose cont.

- **Day Habilitation Services**
 - Evaluate need for “day habilitation” and sheltered workshops in community training centers for:
 - Effectiveness
 - Demand
 - Long-term need
- **Transitional Supports**
 - Approaches and opportunities that allow families to plan for transition services in the K-12 setting.
- **Transportation**
 - Identify barriers and needed improvements to support transportation for consumers to individual work places

Outreach Conducted

- **The Alliance for Full Participation State Team Scorecard**
 - Evaluate state policies, practices and strategies that impact opportunities for integrated employment
- **Ratings of Recommendations**
 - Nevada Governor's Council on Developmental Disabilities (NGCDD) Position Paper were conducted by Taskforce members
- **Key Informant Interviews**
 - Assess the various systems providing individuals with intellectual/developmental disabilities with employment training, opportunities and supports

Outreach Conducted cont.

- **Focus groups**
 - Individuals and/or their parents/caregivers were facilitated to identify opportunities and challenges within the existing system
- **Consumer Surveys**
 - Key stakeholders to help describe the current situation and make recommendations for systems improvements

Methodology

- **State Team Scorecard**

- The Alliance for Full Participation State Team Scorecard was issued to Taskforce members as well as key informants.
 - Thirteen or 100% of Taskforce members completed the scorecard between December 18, 2014 and January 25, 2015
 - 12 key informants completed the scorecard either prior to or during individual interviews that took place between January 12 and February 6, 2015)

Methodology cont.

- **Ratings of Recommendations**

- Recommendations from the NGCDD Position Paper were placed into a survey and issued to Taskforce members
- Used a Likert scale to rate each recommendation in the NGCDD paper, with options ranging from 1 (less important) to 5 (very important)
- Taskforce members were also given the option of opting out of the rating with either a “Don’t Know” or a “Not Applicable” response.

Methodology cont.

- **Key Informant Interviews**

- Between January 12 and January 31, 2015
- 13 interviews were conducted with individuals identified by the Taskforce
 - Have specialized knowledge about the systems that provide employment based services to Nevadans living with I/DD.
- Interviews took place over the telephone
- Lasted between 45-90 minutes in duration

Methodology cont.

- **Focus Group Discussions**

- Between January 20, 2015 and February 5, 2015
- 10 scheduled--8 focus groups were conducted for persons with I/DD:
 - Consumers
 - Caregivers
 - Family members
 - Advocates
- Locations in northern, southern and rural Nevada
- Local service providers recruited participants and provided the space used to host discussions
- A total of 87 individuals participated in focus group discussions
- 2 Focus groups had no participants

Methodology cont.

- **Consumer Surveys** (Between January 12 and February 9, 2015)
 - Surveys were distributed through the Taskforce and issued to:
 - Consumers
 - Family members
 - Care providers
 - Advocates
 - Option of completing the tool:
 - On-line through Survey Monkey
 - Hard copy form
 - A total of 356 surveys were collected from stakeholders, including consumers, across the state

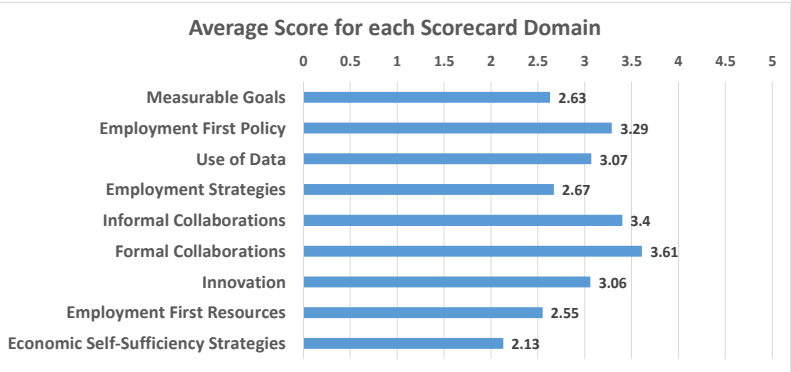
Limitations

- **Geography of Survey Respondents**
 - 13 of Nevada's 17 counties were represented
 - 4 counties were not represented
 - Limits ability to generalize rural responses for all rural communities
- **Language of Survey Respondents**
 - Only 10 surveys were received in Spanish
 - Approximately 25% of Nevadans are Hispanic and a significant portion of them speak English as a second language
 - Spanish speaking consumers can be assumed to be under-represented in survey results
- **Key Informant Perspectives**
 - Key informants representing perspectives of a manufacturer and/or a legislator were not able to schedule an interview

Seems to me Nevada business are ashamed of people with disabilities. When he worked at Garden Olive his hours were early morning so that they would be gone before the restaurant opened. When he worked at Olive Garden in Minnesota he bussed tables, did salad area, and assisted servers. The public and servers were wonderful to [Name] and he loved that interaction with the public; joking, laughing, teasing, helping. It was awesome for him. When [Name] worked at Olive Garden here, I asked if he could work his way into other responsibilities, beside just rolling silverware for 3 hrs. before opening, and was told "it is not allowed here." It is very sad Nevada doesn't appreciate all that persons with special needs can offer.

State Team Scorecard

- The Alliance for Full Participation (AFP) State Team Scorecard was created to help state teams review state policies, practices and strategies that impact opportunities for integrated employment



NGCDD Recommendations Ratings

Top 5 recommendations prioritized by taskforce members are as follows:

Recommendation	Number of people ranking issue in Top 5	Priority (lower is better)
Consider additional strategies that promote employment services and outcomes, such as encouraging service systems to make use of community resources available in schools, institutions of higher education, employment networks, and federal and state work incentive programs already in place.	10	3.30
Increase supports to pursue and maintain gainful employment in integrated settings in the community, making it the primary service option for working age adults.	9	2.33
Maximize available state and federal resources through improved rate and payment systems offered by the RSA Section 110 dollars to increase competitive employment.	8	1.25
Develop a five-year, system-wide, employment policy priority and strategy that increases integrated employment by a set percent each year.	8	2.38
Encourage individuals to participate in a community-based work assessment before applying for jobs and day training services, where assessments are reviewed annually and individuals are encouraged to participate in this further evaluation of integrated/competitive employment service options.	8	3.88

Consumer Survey

- Issued to:
 - Consumers
 - Family members
 - Care providers
 - Advocates
- Solicit input regarding:
 - Strengths and weaknesses of the current system
 - Suggested priorities for action related to employment services and support

Consumer Survey cont.

- Affiliation

Representation (n=328)	#	%
Consumer	160	48.6%
Person helping consumer complete the survey	41*	12.5%
Parent or Family Member of a consumer	114	34.7%
Care giver	52	15.8%
Advocate	43	13.1%

- Geographical Representation

Geography	Total (n=346)		Consumers (n=159)	
	#	%	#	%
Washoe	50	14.5%	37	23.3%
Clark	190	54.9%	52	32.7%
Carson City	37	10.7%	26	16.3%
Balance of State	69	19.9%	44	27.7%

Consumer Survey Demographic Profile

- Gender and Ethnicity

Demographic Profile			Demographic Profile		
Gender (n=339)	#	%	Ethnicity (n=314)	#	%
Male	134	39.5%	Non-Hispanic/Latino	266	84.7%
Female	205	60.5%	Hispanic/Latino	48	15.3%

- Race

Race	Survey Respondents (n=325)		Consumers (n=147)		Nevada Population with Disability (n=320,844)	
	#	%	#	%	#	%
White	255	78.4%	118	80.3%	247,995	77.3%
Black or African American	37	11.4%	14	9.5%	30,054	9.4%
Asian	10	3.1%	2	1.4%	16,284	5.1%
American Indian or Alaska Native	7	2.2%	5	3.4%	5,397	1.7%
Native Hawaiian or Other Pacific Islander	2	0.6%	0	0.0%	1,661	0.5%
Multiple Races	14	4.3%	8	5.4%	19,453	6.0%

Consumer Survey Demographic Profile cont.

- Age

Age Breakout by Consumer	Total (n=343)		Consumers (n=158)	
	#	%	#	%
Under 5 years	0	0.0%	0	0.0%
5 to 17 years	5	1.5%	3	1.9%
18 to 24 years	51	14.9%	32	20.2%
25 to 44 years	161	46.9%	81	51.3%
45 to 64 years	110	32.1%	36	22.8%
65 and over	16	4.6%	6	3.8%

Consumer Survey Results

- Top 3 Significant Issues to be Addressed: All Regions vs. Total

Top 3 Significant Issues to Address – Average Ratings (Higher is more significant)	Washoe	Clark	Carson	Balance of State	Total
E. Work in a job they like	4.21 (n=47)	4.59 (n=167)	4.42 (n=33)	4.16 (n=61)	4.43 (n=308)
C. Have the opportunity to earn a wage that is fair for the work they do	4.47 (n=45)	4.25 (n=165)	4.19 (n=32)	4.05 (n=60)	4.24 (n=302)
G. Have choices in applying for jobs	4.43 (n=47)	4.30 (n=164)	4.07 (n=28)	3.86 (n=58)	4.22 (n=297)

- Top 3 Significant Issues to be Addressed: Consumers vs Total

Top 3 Significant Issues to Address – Consumer vs All Respondents (Higher is more significant)	Consumer	Total
E. Work in a job they like	4.26 (n=149)	4.43 (n=308)
C. Have the opportunity to earn a wage that is fair for the work they do	4.23 (n=144)	4.24 (n=302)
G. Have choices in applying for jobs	4.10 (n=139)	4.22 (n=297)
D. Have the opportunity to earn minimum wage or higher	4.11 (n=147)	4.01 (n=299)

Consumer Survey Results

- Bottom 3 Existing Services: Regions vs Total

Bottom 3 Existing Services and Supports Rating Averages (Higher is better)	Washoe	Clark	Carson	Balance of State	Total
E. Individuals and their families or support system) are helped to transition to college	3.67 (n=30)	2.54 (n=116)	3.33 (n=12)	2.57 (n=30)	2.78 (n=188)
D. Individuals and their families or support system) are helped to plan for college	3.97 (n=31)	2.55 (n=118)	3.45 (n=11)	2.53 (n=34)	2.82 (n=194)
B. Individuals are encouraged to dream about their future while in school	4.19 (n=36)	3.11 (n=131)	4.20 (n=10)	2.70 (n=40)	3.26 (n=217)

- Bottom 3 Existing Services: Consumers vs Total

Bottom 3 Existing Services and Supports Rating – Consumer vs All Respondents (Higher is better)	Consumer	Total
E. (And their families or support system) are helped to transition to college	2.85 (n=78)	2.78 (n=188)
D. (And their families or support system) are helped to plan for college	2.84 (n=82)	2.82 (n=194)
B. Are encouraged to dream about their future while in school	2.34 (n=88)	3.26 (n=217)

Findings

- Results of outreach conducted within three categories
 - Cross-cutting themes that were identified from an analysis of all the outreach conducted
 - Findings according to the mandated framework of the Executive Order which established the Taskforce
 - Recommendations from Taskforce ratings of NGCDD recommendations, scorecard and outreach results

WE NEED WORK. WHEN WE WORK WE FEEL
BETTER, WHEN WE FEEL LIKE PRODUCTIVE
MEMBERS OF SOCIETY WE HAVE LESS HEALTH
ISSUES. GET COMPANIES TO HIRE US. HIRE JOB
DEVELOPERS THAT PUT PEOPLE TO WORK NOT
JUST GET \$200-300 FOR MEETING WITH
SOMEONE. DISABLED PEOPLE CAN WORK WE
CAN OFFER SUPPORT AND BE JOB SUCCESSFUL.
GET US IN THE JOB NOT AT MINIMUM WAGE NO
ONE CAN LIVE OF THAT IF OUR DREAM IS TO BE
INDEPENDENT FROM SSDI. GET US SCHEDULE
A FEDERAL JOB PLACEMENT.

Findings: Cross-Cutting Themes cont.

- **Shared Definition and Vision**

- Lack of a shared definition of what competitive integrated employment is, what should be measured, and what it means to provide choice or options
- Taskforce members and key stakeholders are debating the ideal, the practical and the financially viable--Reconciling this debate through a shared vision is essential for planning
- Consumer surveys identify three areas of priority:
 - Working in a job they like
 - Having the opportunity to earn a wage that is fair for the work they do
 - Having the opportunity to earn minimum wage or higher

Findings: Cross-Cutting Themes cont.

- **Government as a Model and Leader**
 - Key informants and focus group participants both identified:
 - State could play a tremendous leadership role by employing individuals with I/DD
 - Use innovative approaches such as job carving and job sharing--afford the state the vocabulary to speak with employers knowledgeably about what works and how best to integrate individuals with I/DD into their workforce
 - Key informants noted barriers to the state's ability to employ person's with I/DD--Bureaucracy and risk management constraints

Findings: Cross-Cutting Themes cont.

- **Community Awareness**
 - Understanding is needed for individuals, families, providers, employers and community members-- Create an environment where integration can be successful
 - One survey comment stated "It's not our kids with I/DD that are the barrier. It's the whole community of people raised here that have had little to no exposure to people with I/DD and their fears, intolerance, and poor understanding. Expose the next generation of "typicals" to those with I/DD at a very young age and in 20 years you will have a greater acceptance in the work force."

Findings: Cross-Cutting Themes cont.

- **Collaboration and Coordination**
 - Collaboration must include individuals with I/DD and their family members at every level of the discussion
 - Needed between schools and the state agencies in terms of Resources, Data sharing, Eligibility processes, Transition planning and implementation
 - Occurring at the state level but needs to be pushed down culturally to the local level
 - Transportation is a key factor in success--
Transportation must be seen as a partner and collaborator rather than a resource to improve

Findings: Cross-Cutting Themes cont.

- **Employer Engagement**
 - Lack of sufficient opportunities for meaningful work was identified repeatedly (Key informants, Focus group participants, Stakeholder surveys)
 - More large, small and entrepreneurial business engagement is needed across the state
 - The state could play a tremendous leadership role by modeling approaches to Setting goals, Employing individuals with I/DD, Engaging employers in conversations about how the state overcomes barriers

Findings: Cross-Cutting Themes cont.

- **Resource Development and Sustainability**
 - Lack of sufficient resources and the need for sustainable funding strategies
 - Funding, coupled with the need to overhaul the rate setting process is essential
 - Sufficient resources or the lack thereof was mentioned in every focus groups and by every key informant in some context
 - Ensure sufficient resources for the services that promote competitive, integrated employment is a critical issue to many stakeholders

Findings: Cross-Cutting Themes cont.

- **Changing Landscape**
- Workforce Innovation and Opportunity Act (WIAO) has been adopted but final rules have not been published
- Nevada's education system is currently undergoing substantive changes with the likelihood of more to follow
- Ensuring that individuals with I/DD don't get further lost or left behind while schools implement the Common Core or adjust to other changes enacted by the 2015 legislature will be critical
- Ensuring schools are actively at the table in all implementation discussions is essential

I WANT MY CHILD TO HAVE OPTIONS AND A CHANCE TO MAKE MINIMUM WAGE. I WANT A FUTURE FOR MY CHILD. I WILL NOT ENCOURAGE MY CHILD TO EXPERIENCE SERVITUDE ENVIRONMENTS THAT DO NOT ALLOW FOR HER TO GAIN NEW SKILLS OR EXPERIENCE GROWTH. WE NEED TO CHANGE THE ATTITUDE OF MANY SERVICE PROVIDERS AND TEACH THEM ABOUT HIGH EXPECTATIONS FOR PERSONS WITH DISABILITIES. PERSONS WITH DISABILITIES HAVE A TREMENDOUS AMOUNT TO SHARE WITH THE COMMUNITY. THEY SHOULD NOT BE HIDDEN AWAY IN INSTITUTIONAL TYPE SETTINGS.

Findings: Results Per Executive Order

- **Student Services**
 - Most often identified prior to kindergarten entry frequently through:
 - Parent initiated assessments
 - Coordination with ChildFind
 - Nevada Early Intervention Services (NEIS)
 - While school districts do identify students with I/DD, there are no consistent assessment tools utilized across school districts
 - Resources (including transitional supports) available post-identification are insufficient to meet students' needs

Findings: Results Per Executive Order

- **Student Services cont.**
 - Existing methods for identifying are not consistent or sufficient across the state for vocational assessment or delivery of employment-related planning and training services
 - Proactive engagement of individuals to identify interests and match their interests to training opportunities is needed
 - Earlier intervention
 - Access to more options and opportunities and better transitions through collaboration, coordination and shared resources are needed

Findings: Results Per Executive Order cont.

- **Wage Setting Practices**
 - Paying less than a living wage was identified as a barrier to achieving meaningful employment practices
 - Impact of wages earned on SSI benefits exacerbates the challenge
 - Those that acquire employment risk losing access to necessary supports which cannot be acquired on the wages typically earned
 - Achieving competitive wages, and implementing strategies to address and achieve placements that are in the highest and best interest of the individual requires:
 - a shared definition of employment first
 - education and supports for individuals, families, schools, providers and employers
 - a pool of employers to provide choices for jobs.

Findings: Results Per Executive Order cont.

- **Wage Setting Practices cont.**
 - Proactive engagement of businesses is critical
 - Job carving and job sharing are two approaches that can achieve placements
 - Current rates for providers are based on an outdated formula
 - Using ratios which can act as a disincentive to promoting employment and achieving the outcomes sought in the Executive Order
 - Process as it currently exists is not adequate and needs to be overhauled

Findings: Results Per Executive Order cont.

- **Collaborative Efforts**
 - Nevada has many examples of positive collaborations but has few resources to take those collaborations or resulting pilot projects to scale in a way that would have an impact statewide
 - State level was noted as a strength by a majority of key informants but don't exist at the local level
 - Focus group participants felt that parents, educational institutions, state agencies and community partners do not work in partnership for the benefit of consumers
 - More opportunities for shared assessments, communications, and resources are needed and could be addressed through effective collaboration

Findings: Results Per Executive Order cont.

- **Collaborative Efforts cont.**
 - Key informants also stated that employers and individuals with I/DD need to be at the table consistently
 - Memorandum of Understanding (MOUS) are needed between school systems (districts and higher education), Voc Rehab, Regional Centers, transportation and providers
 - Transportation was often not included in suggestions for collaboration but came up in every discussion
 - Natural and necessary partner for any collaboration to be successful

Findings: Results Per Executive Order cont.

- **Funding Mechanisms**
 - Nevada doesn't have sufficient resources --Many are concerned that state and federal funds are not being utilized to their fullest potential
 - Many key informants agreed there is a tremendous need to develop alternative funding options
 - A minority of key informants were very concerned that the integrated employment plan would result in loss of resources for those most vulnerable
 - Sustainability
 - At least one school district is leveraging federal matching funds to support employment and transitional supports --not being utilized throughout the state

Findings: Results Per Executive Order cont.

- **Access to Information**
 - Key concern at every level of the system
 - Not widely available to families
 - School districts, community-based providers, and state agencies' staff are not fully aware of resources themselves
 - Leaving parents and consumers with the responsibility of finding out what is available and how to access care
 - Consensus that neither individuals with I/DD, nor their families, are provided sufficient information to make informed decisions concerning training, services, and employment opportunities

Findings: Results Per Executive Order cont.

- **Day Habilitation Services**
 - Considerable concern from key informants about the effectiveness, demand, and long-term need for "day habilitation" and sheltered workshops in community training centers
 - Parents in focus groups and on surveys expressed concern about the need for day habilitation services and more funding for them, particularly in rural areas
 - Key informants felt that day habilitation should be included in options for individuals
 - Concern that they are sometimes provided as the only viable option rather than employment being the first option offered
 - Often not seen as a resource that supports employment preparedness--It is not believed that they offer opportunities for skill development

Findings: Results Per Executive Order cont.

- **Day Habilitation Services cont.**
 - Can offer ways for individuals to contribute to their community and add value in some way
 - Others noted that they are often staffed by a low skilled workforce
 - Key informants felt the structure of these settings could be enhanced or reconfigured --support temporary placement based on individualized and progressive skill development for consumers
 - Promoting these services as training centers for assessment and skill acquisition was identified by multiple key informants
 - A way to enhance the service delivery system
 - Focus group members and key informants felt this will only be possible if these services are supported by highly qualified, skilled and consistent staffing levels

Findings: Results Per Executive Order cont.

- **Transitional Supports**
 - Often insufficient to prepare individuals beyond their high school experience
 - Within the educational system, transitional plans are often established too late and include only rudimentary goals
 - Staffing, such as transitional officers are not always available to families
 - Within the adult serving system (Voc Rehab and Regional Centers), services are not often initiated prior to the age of 18
 - When they are, few resources exist to offer students

Findings: Results Per Executive Order cont.

- **Transitional Supports cont.**
 - Approaches and opportunities to allow families to plan for transition services in the K-12 setting are not consistent across the state (also lack of information)
 - Providing transition supports earlier in a person's life was mentioned by a majority of key informants
 - Consumer surveys clearly identify four areas that were most important:
 - Working in a job they like
 - Having the opportunity to earn a wage that is fair for the work they do
 - Having the opportunity to earn minimum wage or higher
 - Having choices in applying for jobs

Findings: Results Per Executive Order cont.

- **Transportation**
 - Not widely available to individuals with I/DD, or difficult to navigate due to their condition
 - Issues cited include:
 - Lack of sufficient routes
 - Hours of operation
 - Bus driver consistency and timeliness of the service
 - Alternative transportation options and training supports are needed--Especially in the rural areas of the state
 - Barriers and needed improvements were identified:
 - Cost, the areas served, the hours of operation, the treatment of consumers by some drivers, the regular rotation of drivers on a route as a disruption, lack of reliability to be at work on time and general concerns about treatment and safety

THE CONSUMER SURVEY
INDICATED THAT CONSUMERS
RATED,
“ARE ENCOURAGED TO DREAM
ABOUT THEIR FUTURE WHILE IN
SCHOOL”
LOWEST OF ALL SERVICES AND
SUPPORTS PROVIDED.

Recommendations

- **NGCDD Recommendations—Top 5**
 1. Maximize available state and federal resources through improved rate and payment systems offered by the RSA Section 110 dollars to increase competitive employment.
 2. Increase supports to pursue and maintain gainful employment in integrated settings in the community, making it the primary service option for working age adults.
 3. Develop a five-year, system-wide, employment policy priority and strategy that increases integrated employment by a set percent each year.

Recommendations

- **NGCDD Recommendations- Top 5**

4. Maximize available state and federal resources through improved rate and payment systems offered by the RSA Section 110 dollars to increase competitive employment.
5. Increase supports to pursue and maintain gainful employment in integrated settings in the community, making it the primary service option for working age adults.

Recommendations cont.

- **State Scorecard Elements (lowest rated as in place)**

- Develop an Action Plan that identifies collaborative activities for policy development, education and training, and capacity building.
- Implement statewide strategies with public/private partnerships, enact policy changes as needed, and track outcomes at an individual and systems level with an annual review and refinement of statewide strategies.

Recommendations cont.

- **State Scorecard Elements**
 - Make resources available to transitionage students and individuals waiting for services and their families to encourage them to choose employment over other service options and include participation of ED/VR/DD.
 - Develop strategies for achieving employment outcomes and ensure they are managed at multiple levels (state, county/region and local levels) and developed by all stakeholders.
 - Discuss strategies with all stakeholders yearly and adjust them as needed.

Recommendations from Outreach

- **Measure Results**
 - Appropriateness of placements should be measured including individual and employer satisfaction, with supports to remove barriers when they are identified.
 - Data collection should begin in school and be able to track, follow and measure key data elements including assessment, placement, retention, wages and satisfaction.
 - Data sharing is essential to eliminate waste, ensure coordination of services and optimize outcomes.
 - Establishment of outcomes tied to longevity and satisfaction in the workplace: Service systems should develop an outcomes based system that is tied to actual progress in developing and integrated employment culture.

Recommendations from Outreach cont.

- **Policy**

- Eliminating separate eligibility processes and provide support to understand the impact of work on benefits
- Promote consistent services across the state and reduce some geographic disparities
- People who are placed in these environments (day habilitation) need to be identified as either 1) a long-term placement due to their likely inability to acquire long-term and stable employment, or 2) a temporary placement with a specific plan in place to establish employable skills and independence.
- Mandated coordination between Voc Rehab / Regional Center and school districts.
- Public education campaign

Recommendations from Outreach cont.

- **Resources and Funding**

- The state as a model employer, leader and collaborator. Pursue grant funds, utilize all available matching funds.
- Develop sustainability plans to respond to funding changes and the WIAO should be part of the plan.
- Identify and secure federal funding available to support integrated employment practices.
- Pursue alternative funding through private foundations and grants.
- Explore entrepreneurial ventures that could generate revenue to go back into the system.

Recommendations from Outreach cont.

- **Employer Engagement and Support**
 - Partnership and resources for employers to help them manage legal, tax and employment requirements
 - Engage a number of industries, and including small business and entrepreneurial opportunities
 - Employer incentives and supports:
 - Employer hiring incentives: provision of tax incentives to employers that hire individuals with I/DD
 - Co-worker incentives: provision of a workplace stipend to mentor and support co-workers with I/DD in the workplace.
 - Job site placement supports: provision of information and education amongst employers and co-workers about the individual needs of people with I/DD in the workplace. Access to supports when challenges arise.

Recommendations from Outreach cont.

- **Job Readiness and Transition**
 - Develop a customized approach -- a thorough assessment process that identified both a person's interest and capacity, and provides training supports and placement that matches those attributes is what is needed for successful long-term integrated employment.
 - Use assistive technology wherever possible and promote tele-services
 - Expose individuals with I/DD to many different options and skill sets prior to high school and create a pipeline for various industries in need of workers.

Recommendations from Outreach cont.

- **Job Readiness and Transition cont.**
 - Staff training, person centered supports, exposure to volunteer opportunities, development of soft skills, more ways to be out in the community in a variety of setting and opportunities, transportation so people can get to places in the community and more creativity about what can be done were all listed as things needed in a day habilitation setting.

Recommendations from Outreach cont.

- **Job Readiness and Transition cont.**
 - Field trips to new school campuses
 - Job shadowing opportunities, including summer work experiences
 - Life skills training
 - Develop transition planning as a separate and unique process which is initiated as early as possible (middle school).
 - Development of a "life plan" component to the transitional process to support clearly identified steps for skills development and actions necessary for transition purposes (guardianship paperwork, Voc rehab/regional center applications, etc.).
 - Increased knowledge on the part of school districts of resources available and provide to families in making informed decisions.

Recommendations from Outreach cont.

- **Provider Support**

- System stakeholders must understand and identify with the meaning of employment first
- Increased coordination: Families, schools, community providers, and state agencies need to coordinate efforts in the development of a streamlines system of services and improved outcomes.
- Staff service environments with a consistent and qualified workforce and a low client to staff ratio to allow staff to customize a service approach and apply best practices for individual growth and skill development.
- Develop a job carving initiative that would offer employment opportunities that fit the interest and skills of individuals with I/DD.

Recommendations from Outreach cont.

- **Transportation**

- Additional transportation supports needed are:
 - Taxi vouchers
 - Rural paratransit service options
 - Travel training services (in high school and for adult users)
 - Driver's license support for high functioning individuals with I/DD
 - Pick-ups and drop-offs at high schools to encourage access to worksites after school
 - More flexibility for pick-ups and drop-offs of individuals with I/DD
 - Consistency in bus driving staff

Questions and Comments